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Series Editors' Foreword: Placing Practitioner Knowledge at the Center of Teacher Education.

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From: Susan A. Wunder and Margaret Macintyre Latta, *Placing Practitioner Knowledge at the Center of Teacher Education : Rethinking the Policies and Practices of the Education Doctorate* (Charlotte, NC: Information Age Publishing, 2012), pp. ix-xi.
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Series Editors' Foreword

Edmund T. Hamann¹ and Rodney Hopson²

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While this is the second book in the Education Policy in Practice book series since this leadership team (Dr. Edmund T. Hamann and Dr. Rodney Hopson) took over from the founding editorial team of Dr. Bradley Levinson and Dr. Margaret Sutton, this is the first book for which we were the series editorial team from the instigation of the project to the conclusion. As such, this book, *Placing Practitioner Knowledge at the Center of Teacher Education*, edited by Dr. Margaret Macintyre Latta and Dr. Susan Wunder, has presented us a first chance to both honor the identity that this series has earned so far and to help flesh out new directions.

Like the nine existing books in the series published by Information Age Publishing (there were earlier books in the series published by Ablex), *Placing Practitioner Knowledge at the Center of Teacher Education* locates itself well at the interface between planning and action, between policy and practice. Like the other titles, the accounts are experience-near and observed—that is, the authors saw and (in this case) usually participated in the settings where intentions were translated into doing. Like the other titles, here too there is a continual consideration of social justice, sometimes underlying, sometimes overt, but always with a bent that educational and social improvement is possible if only the right strategies and actions are pursued.

Yet in other ways this book departs from previous precedent. While, like most of the other authors in the series, practically all of the contributors here would identify as university faculty members, the faculty in this book are teacher educators, not necessarily anthropologists, sociologists, or other social scientists of education. This distinction in author biography

means that, while all of the chapters here include observation and reflection, these authors are less engaged than previous series authors in the literature of anthropology or policy implementation studies (in terms of their university homes and job descriptions) and comparatively more oriented towards and committed to preparing future expert practitioners, experts who will, in the words of Eric Watts and David Imig (see Chapter 2), “bridge the gap between schools and colleges” (p. 27, this volume).

The starting point for this book is a new phase—the Carnegie Project on the Education Doctorate (CPED)—of the longstanding dilemma of whether and how to distinguish advanced graduate education for the Doctorate of Philosophy (PhD) in education from the Doctorate of Education (EdD). This multicampus effort, initiated by the Carnegie Foundation for the Advancement of Teaching, brings together a diverse network of teacher educators who share a commitment to resisting the characterization of the EdD as a “PhD lite” and instead vigorously argue that an EdD degree should be viewed as just as important, if more applied, than its PhD cousin. In important ways (although the two are not intentionally related) CPED aligns well with the theme of the 2012 American Educational Research Association annual meeting that “knowing is not enough.” Attending to problems of practice requires a lot of knowing (learned through formal study and from field experience), but it requires more than knowing. In different words and somewhat different ways, all the contributors here want EdD graduates from CPED-affiliated programs both to know and to do, creating room for practitioner expertise to count in the worlds of policy, research, and practice, alongside documenting the re-design of EdD programs articulating and strengthening practitioner knowledge.

The chapters that follow, include four from faculty at the University of Nebraska-Lincoln (counting the editors’ introductory chapter), three each from Pennsylvania State University and Rutgers University, and one each from the University of Colorado Denver, Duquesne University, Lynn University, the University of Kansas, the University of Maryland, and Washington State University Vancouver. In almost all instances (the exception is a historical tracing of the EdD vs. PhD quandary), the chapters are concerned with on-campus efforts to build or repurpose an EdD program so that it engages with problems of educational practice.

We suspect that policymaker is not a label that most of the authors here would recognize as applying to them. We are sure that the label practitioner or implementer would be much more familiar and comfortable (as would be teacher). Yet we are excited about this book in part because these authors

are policymakers in a sense, and these chapters are documentation of local policymaking processes, as expert practitioners at various institutions of higher education diagnosed problems related to both existing offerings and unattended needs, proposed strategies for the identified problems' amelioration, and operated within partially explicit and partially tacit idealizations of what 'better' would look like (Hamann & Rosen, 2011).

Readers then can and should read these chapters concurrently through two lenses. On the one hand they are empirical descriptions and reflective analyses of multiple efforts at several campuses. But on the other hand they are also artifacts. These chapters are not just first-person characterizations of "here is what was going on and why," they are glimpses into the ways those who have driven these new program efforts understood the world and their professional responsibilities, especially in ways that add to the conversations about enhancing teacher knowledge and expertise.

We do not think that every book under our editorship of this series will offer this complex an intertwining of scholarship and practice. (How could it? The much more common lens of scholarship, even policy implementation scholarship, is documentation and analysis, not imagining and implementing.) However, just as the first book in this series (Sutton & Levinson, 2001) helped open new space and ways for considering the educational policy and practice interface, we hope that this volume too will expand understandings of how inquiry in this domain can proceed. Better understanding and from that better understanding more effectively advanced graduate education in teacher education is not just a problem of scholarship, it is, in the language of CPED, more importantly a problem of practice. Dr. Macintyre Latta and Dr. Wunder, plus the more than a dozen authors they recruited should all be commended for the thoughtful book you hold in your hands and for their efforts to be part of an enduring effort to improve teacher education through clarification, amplification, and repurposing of the EdD.

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